Vitalizing the History Work

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R. D. Chadwick.

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By

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Temple of Jupiter, Juno and Minerva

THE attempt has been made to build a model of the above temple. A picture of which is found on page 459 of Botsford, "History of Ancient World." I have made the following changes: The original has Corinthian captials. I have Ionic. I have changed the frieze a little, and have left out all figures, such as the horses on the roof and the women on top of the columns on the steps. I have had to use my own ideas in some places, as the picture was not very plain. But I think from this you can get an idea of how a Roman Temple was constructed.

L. H. COWAN, '14.

SOME FEATURES OF THE HISTORY WORK

We have found that if the work can be made of social value, that the interest of the pupils is enlarged, and the greater the interest, the greater is the incentive to work, and to do better work. If a pupil is led to see that his work will be of value, not only to himself, but to the other pupils, or that his work will be of value to his parents, and to other men and women that he knows, then his desire to do good work is kindled. How we are doing this in history, civics, and geography, is as follows:

Sand Table.

For several years a sand table has been a part of the regular equipment of the history department. On this, various assigned students of the two upper grammer grades are assigned to reproduce the topography of some locality which is being studied in history, or geography, or perhaps both. The latter was the case with a recently constructed relief map of a part of western Europe. Those assigned to do it took great pride in doing the work, and their eyes showed their pride when the sand table was discussed in class. The battlefield of Gettysburg can be made very vivid by showing the various places of interest on that historic field of battle.

A Sand Map Makes Clear Picture.

In the spring of 1912 when we were using our first sand map of the Gettysburg battlefield, the following incident took place. It shows the possibilities of this simple piece of apparatus in making some parts of history clear and real, and it shows an unsolicited, and an impersonal estimate of the value of the results. Two days were taken to describe the incidents leading up to the battle, and the battle itself, basing my talk upon the clear description given in Rhodes' History of the United States, Volume IV. The members of each class taking the work sat or stood around the sand table where they could see it clearly. The day following the completion of the oral description I called upon a little girl near the center of the room to tell the story of the battle. She started out without hesitating at the beginning of the series of events leading up to the battle. Hardly had she begun, when nearly twenty men came into the room and ranged themselves along the front and side. She

glanced up, her voice trembled a little, then her eyes sought mine, and she evidently saw a message there, "do your best." She did not take her eyes away from mine during the following minutes, perhaps ten, she did not miss an important point in the narration, it was clear to her, and she made it clear to every one in the room. She sat down. The men filed out, but before the door closed, we heard something that sounded like this, "that is the finest history recitation I ever heard." The youngsters heard it too, so I know that it was not my own thought. We learned later in the day that we were being visited by the superintendents of the city schools in Wisconsin. The parents of this little girl came from Hungary. She is now in my most advanced high school class, and last year as a sophomore she took first prize in the Lake County Inter-Scholastic Oratorical Contest. I remember this above all of my experiences with the sand table, and never have I been disappointed with the results.

The Panama Canal can be more readily understood and remembered after it has been constructed in sand, and others might be mentioned.

Maps and Charts.

While the sand table is largely used with the seventh and eighth grade pupils, not so with maps and charts. A few years ago students of the high school classes were assigned special maps, and many fine maps were made. They were too small to be used in the recitation, and could only be preserved by filing them away out of sight. They aided only the pupil who made them. For several years our high school students have constructed many wall charts and maps illustrating many phases of Ancient, Medieval, Modern, American and South American history. They last many years the same as do expensive maps and charts which are published. Usually they are assigned to a student as a special problem, the same as a special report is assigned to be written from research work in the library. Many students enjoy drawing, and history can attract their interest in this way—and very profitably. The student who has made a creditable map showing the migrations of the Germans will have a more vivid picture of the situation than the student who has worked out a written report, and it will stay with him longer. We are using maps that were made three years ago, thus proving that the work was of social value.

The idea of making cloth wall maps and charts did not

come to me from reading Channing, Hart and Turner's "Guide," or other standard works on "How to teach history," but rather from the fact that before I went to college, and after too, when at home, during the summer vacation, I used to use "sign cloth" in my father's retail store. We bought a few yards of sign cloth at eight cents a yard, and tried it out in the history room. Our first map was "Europe at the height of Napoleon's Power." It was a success. Sign cloth will take drawing ink alright, but has its disadvantages when an erasure is necessary. Now as to the way a map is made, we find that the following is one of the easiest, namely, mark off the map you wish to reproduce in one inch or one-half inch squares, then figure how many times the small map is capable of being enlarged; the only limitation is the size of the material upon which you are intending to draw the map. Supposing that you find that the large map will be six times as large as the small one, then lay out a rectangle six times as large, and reproduce the squares upon the same enlarged scale. Make the outline with a pencil, then ink it, letter it, and color it. This latter work will be improved with each succeeding map. Ordinary drawing crayons serve excellently for coloring. The flat card writer's pen is invaluable in making wide lines and large letters. Before coloring the map, it will look better if the squares are erased, and this will be an easy task if they were put on lightly with a hard lead pencil.

One Way of Making a Wall Chart.

As I intimated above, sign cloth has its disadvantages. We discovered that paper companies make a cloth used by the printer or book-binder in plain white and light shades that is in every way the superior of sign cloth. By buying it in the bolt it costs twelve or fifteen cents a yard. Another method is to use a good quality of paper—not too heavy or stiff, and then paste it upon muslin. The map or chart is mounted by strips at top and bottom. A series of maps on the same subject may be mounted at the top only.

Materials Used.

If desired charts and maps may be traced on tracing paper and then a blue print or blue prints made. By printing upon cloth, a very durable map is the result. A white print is secured by the Vandyke process.

Blue Print Charts.

Of the same type of work is the Roman Temple which was constructed in 1912 by a student of Roman history. It is

about five feet in length, and stands in the hall opposite the history room. It is our "barber sign." It is also more than that. It is invaluable to show the construction of Greek and Roman temples, and the modifications made by the Roman. Many pupils of all grades stop and look at it every day, and they have done so for three years. The boy who constructed it saw a model city of Rome on exhibition at Chicago, and upon being asked if he could not reproduce something of the sort, he said that he thought he could, and he did.

A Roman Temple.

Recently a class in Modern history studied the history of the rise and decline of the Turkish Empire. Then the class wrote accounts of it, and the three best were selected to appear in the three Gary daily papers. By so doing, their work was of value to the community, and it served as an incentive to get the work well done. Other articles of like type have been written, and printed in the daily papers, history department bulletins, and the student publication.

Newspaper Articles.

History work cannot be adequately carried on without numerous written and oral reports. Live subjects are assigned in these classes for oral reports, with the understanding that if they are of sufficient merit, that they will be given in the auditorium before four or five hundred pupils, many of whom may not be taking history, but who thereby are benefited by our work, and perhaps interested in it. The report so given has a marked social value. The auditorium is an unmitigated blessing to effective history work.

Auditorium Reports.

To be more concrete in regard to the vitalizing influence of the auditorium upon history reports and debates, we will give a few of the subjects which have been discussed by history students before the auditorium audience:

Subjects Discussed in Auditorium.

Debates—

Resolved, That Germany was the aggressor in the present war. (Modern History Class.)

Resolved, That immigrants should be able to read. (Ancient History Class.)

Resolved, That Lee was a greater general than Grant. (Eighth year U. S. History Class.)

Resolved, That Indiana should have a new constitution. (Civics Class.)

Temple of Jupiter, Juno and Minerva

THE attempt has been made to build a model of the above temple. A picture of which is found on page 459 of Botsford, "History of Ancient World." I have made the following changes: The original has Corinthian captials. I have Ionic. I have changed the frieze a little, and have left out all figures, such as the horses on the roof and the women on top of the columns on the steps. I have had to use my own ideas in some places, as the picture was not very plain. But I think from this you can get an idea of how a Roman Temple was constructed.

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Resolved, That Gary should be made a second-class city. (Civics Class.)

Oral Reports—

(1) The Irish Question.
(2) Growth of the British Empire in South Africa.
(3) How Japan became a world power.
(4) The Balkan War.
(5) Recent Social Legislation.

(Above from the Modern History Classes.)

Oral Reports—

(1) The Persian Invasion.
(2) Architecture of Greece and Rome.
(3) Home life of the Ancient Greeks.
(4) Sports in Athens and Rome.
(5) Hannibal.

(Above from the Ancient History Classes.)

Special Programs—

(1) Washington's Birthday. (Eighth grade.)
(2) Lincoln's Birthday. (Eighth grade.)
(3) A Newspaper. (Each pupil in a class gave the news of a department.)
(4) Illustrated program: The Capitols of the Countries at War.
(5) Student Council campaigns.

Studies of local civic concern are of marked immediate value to the community, if they can be diffused among the citizens. They are ultimately of value to the community, by having intelligent citizens as the product of the schools. Where you get both immediate and future results at the same time then the work must be doubly valuable. In connection with study of Modern Europe, one of our classes is working on the problem of municipal betterment. One phase of this is adequate parking facilities. Starting from Gary, this class is studying parks, and will publish its special research reports in a bulletin. Other departments of the school are making their work of intrinsic value to the individual and community, and the history department will not be left out. This is only a beginning of what the history department hopes to do in this practical line of work. Kings and queens may die, but the problems of the American city are going to be increasingly of great importance. This work is of the utmost social value.

A Park Bulletin.

CONTEMPORARY HISTORY.

During the past three years there have been disorders, convulsions, and tumult within and among the nations of the world. For example, the Balkan Wars, the Mexican situation and the present European struggle. We have found that the interest in affairs that has resulted from these conditions has turned the attention of the pupil of the upper grades, and the student of the high school, to the newspaper and magazine without any direction by teachers. The interest so kindled should be directed. It should be directed to other subjects than war. It forms the most stimulating basis for studying the causes of war. such as commercial and industrial development, nature of the governments, race jealousies and animosities, and cultural development. In 1912-1913 my classes in modern history were anxious to study the past of the Balkan peninsula in order to understand the reason for the alliance against the Turkish Empire. In 1913-1914 a like interest was kindled in the history of Mexico, and American relations with the Spanish-American republics. During the autumn of 1914 the study of the past two centuries of Western European history was conducted without effort because of the interest in the Great European War.

Directing the Interest.

Pictures from magazines and newspapers have been mounted and are being preserved. One of the Chicago papers has been issuing a series of double page maps, full page portraits, and like interesting data, which we have mounted and will retain in our collection of illustrative materials. A few newspaper headlines, cartoons and pictures mounted and preserved will be very valuable a few years hence, to show that what the manuals describe were real events.

Preservation of Data.

There are various methods of handling contemporary history. Bulletin boards are valuable for displaying noteworthy clippings. One of the seventh year classes has kept a bulletin board full of clippings classified as follows: Foreign news; American news: (United States, North and South America); state news; city and county; pictures and cartoons. Another bulletin board is used for edi-

How Bulletin Board Is Used.

torials and news of especial value to a topic being studied, as for example: parks.

Special reports from newspapers and magazines have always been a satisfactory method of encouraging magazine and newspaper reading, and directing it into the proper channels.

Concrete Examples. During the year 1914-1915, the Ancient History class has been devoting each Friday to contemporary history. A weekly digest of ten events is kept in the history notebook. They are arranged as follows: 1. Foreign events. (Three); 2. National. (Three); 3. Local. (Four). A summary of each event is written together with the reference. Fifteen or twenty minutes of the Friday period is given up to reading notes, and an analysis of what was most noteworthy. The rest of the time is taken up with reports upon assigned magazine articles, especially from the Literary Digest, the Outlook, and the Independent. An occasional debate is assigned upon a current topic of interest. The best of the reports and debates are given in the auditorium.

From the Magazines. For several months this class subscribed for the Independent, paying five cents for each copy. This magazine has published several pamphlets full of good ideas upon the use of magazines in history classes. One of the most helpful articles upon the subject was published in the Outlook for August 26, 1914. It has always been my belief that newspapers and magazines try to give the people what they want, and these magazines have correctly come to the conclusion that there is a growing demand for training in the use of the magazine and newspaper. It follows then, that if we teach a child to prefer the substantial and not the sensational news, that the man and woman of tomorrow will demand and get better and cleaner newspapers and magazines.

American history, civics, modern European history and economics cannot be adequately studied without constant use of magazines and newspapers. Neither should an Ancient History class be allowed to go through a year upon a diet from five thousand to eight hundred years of age without some attention to contemporary men and affairs. Suppose the boy or girl leaves school after his year of Ancient History, or does not elect history again, he is hopelessly handicapped, if he goes out into the world without some instruction in the present and the literature of the present. From what has been said above, it will be seen that we believe that the study of contemporary history is a vitalizing force.

How to Handicap a Student.

HISTORY GAMES.

Some time back we discovered that some of the pupils of

the grades were carrying around in their pockets soiled packs of cards. The one that we preserved and have on file is the so-called game of "Old Maid." This belonged to a seventh year youngster. He belonged to a class which met for history work the last hour of the day. Several expedients were used to enliven the period, and the captured pack of cards led to trying out a game of "Explorers." Several games were devised to be played by the pupil when alone, and two or more may play a game similar to the game of "Authors." The tables in the history room are admirable for this sort of activity, and each youngster enjoyed it from the beginning. One day each week is given to the game. Each pupil made his own pack, and on game-day he always brings it in.

A Recent Experiment.

The next period that will be vitalized will be the colonial period, 1607 to 1763. The game will be known as the "Game of Colonies." Next will come the "Revolutionary Game"; followed by "Statesmen"; "Treaties"; "Inventions"; "New Territories"; "Soldiers"; and the like. The play instinct can thus be directed and used in mastering much valuable information which every child should know. Our experience tends to show that games properly subordinated and directed increase the interest in history work.

Progressive Games.

THE STUDENT COUNCIL.

The Student Council is an institution which has helped to vitalize our civics work. It is more than an institution of social value. It is a means of studying some of the most important lessons of good government by the laboratory method.

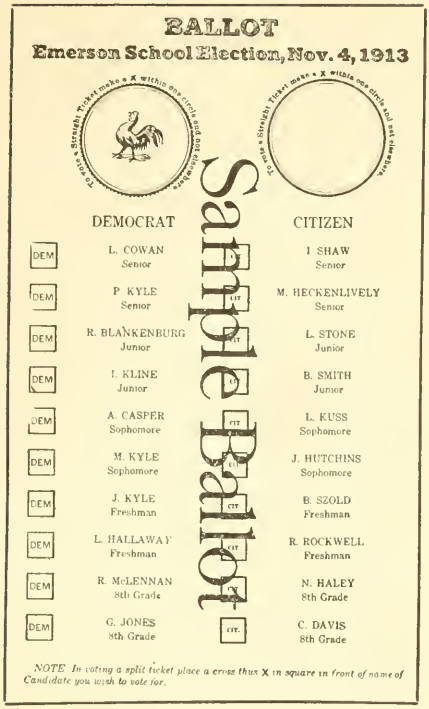
Teaching by Laboratory Method.

What the Student Council is, may be gained by quoting from an article written by a boy for the high school paper in March, 1914:

"The object of organizing the Student Council in the Emerson School, was not for the purpose of 'bossing' or ruling the school, for such a thing would be impossible, but the purpose of this body is to look out for the interests of the students. As the constitution of the Student Council states, 'the object shall be to centralize the activities of the student body, to increase the school spirit, and to encourage high standards in all phases of school endeavor.'

Student Article.

"In the first place, the organization of the Student Council gives the students valuable practice in civic training. Voting is a very important act, one which every citizen must do. Many people do not realize its importance when they cast their ballots. Another fact which many people do not realize, is that every boy and girl is a citizen. Therefore, it is ex-



BALLOT

Emerson School Election, Nov. 4, 1913

Sample Ballot

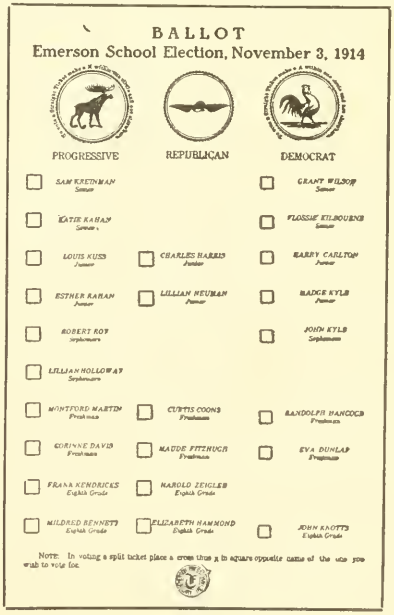
	DEMOCRAT		CITIZEN
DEM	L. COWAN Senior	CIT	I SHAW Senior
DEM	P KYLE Senior	CIT	M. HECKENLIVELY Senior
DEM	R. BLANKENBURG Junior	CIT	L. STONE Junior
DEM	I. KLINE Junior	CIT	B. SMITH Junior
DEM	A. CASPER Sophomore	CIT	L. KUSS Sophomore
DEM	M. KYLE Sophomore	CIT	J. HUTCHINS Sophomore
DEM	J. KYLE Freshman	CIT	B. SZOLD Freshman
DEM	L. HALLAWAY Freshman	CIT	R. ROCKWELL Freshman
DEM	R. McLENNAN 8th Grade	CIT	N. HALEY 8th Grade
DEM	G. JONES 8th Grade	CIT	C. DAVIS 8th Grade

NOTE In voting a split ticket place a cross thus X in square in front of name of Candidate you wish to vote for.

The Ballot used in the first Student Council Election, November 4 1913

pedient and necessary that every boy and girl should be taught correctly in regard to voting. A voter should know what candidates he wants to vote for as the best representatives of his idea of the public good. He should inquire about them and find out whether they have been honest and

The ballot used in the second Student Council Election November 3, 1914.



BALLOT

Emerson School Election, November 3, 1914

PROGRESSIVE	REPUBLICAN	DEMOCRAT
SAM KRETNMAN Senior		GRANT WILSON Senior
KATIE KAHAN Senior		FLOSSIE KILBOURNE Senior
LOUIS KUSS Junior	CHARLES HARRIS Junior	BARRY CARLTON Junior
ESTHER KAHAN Junior	LILLIAN NEUMAN Junior	BADGE KYLE Junior
ROBERT ROY Sophomore		JOHN KYLE Sophomore
LILLIAN HOLLOWAY Sophomore		
MONTFORD MARTIN Freshman	CURTIS COONS Freshman	RANDOLPH HANCOCK Freshman
CORINNE DAVIS Freshman	MAUDE FITZHUGH Freshman	EVA DUNLAP Freshman
FRANA KENDRICKS English Grade	HAROLD ZEIGLER English Grade	
MILDRED BENNETT English Grade	ELIZABETH HAMMOND English Grade	JOHN KNOTTS English Grade

NOTE: In voting a split ticket place a cross thus x in square opposite name of the one you wish to vote for.

efficient, should learn their arguments, and see what policies they support. He should be thoroughly convinced of their qualities himself, and should not depend entirely upon the advice of others.

"For these reasons the Student Council campaign and elections give valuable training. Our first election was held in November, 1913, on the same day as the municipal election. The two strong parties in the city election were the Citizens' and the Democratic. The same parties were represented in the school election. The followers of these respective parties, in the eighth to the twelfth grades, held preliminary meetings, and each class nominated a girl and a boy as candidates. Each party elected a campaign manager, who arranged a program for the campaign, during which the candidates made speeches, telling their views, and giving arguments upon their policies. The election offered still more profitable training. It is doubtful if more than a small percentage of the students in the school knew how to cast a ballot. Ballots were printed by the school press, booths erected, judges appointed, and the election was carried on in an orderly manner. This gave the students the actual experience of casting ballots.

"The ten students elected to the Student Council, one boy and one girl from the eighth to the twelfth grades, respectively, then elected officers and adopted a constitution...." LEWIS STONE,
First President of Student Council.

NEWSPAPER UPON THE SCHOOL ELECTIONS.

"Election of councilmen is taking place at the Emerson School today. Yesterday the candidates made campaign speeches in the Auditorium. Bernard Szold, the candidate for the Citizens' party, made one of the strongest speeches of the morning.

The 1913 Election.

" 'If our side wins as it is sure to do,' he declared, 'such matters as have been dangling will be attended to at once. Take for instance the matter of our school monograms. Some of our local sporting stores have been selling the emblem for which we have to work so hard in the field and in the gym to anybody and everybody. Shall we who are ready to give our whole strength and energy, to fight until we are exhausted and ready to drop for the sake of school victory, stand idly by and see our colors being sold to whomever has the price? I have protested, so have many others who know what it means to fight for our gold and gray, but it has been of no avail. If the Citizens' party is elected, we will act at once upon this and similar issues, and you may be assured of a business-like, progressive administration.'

"The purpose of the Council is to support athletics, direct social affairs, and general matters of school life. The election is being supported by ——— the teacher of civics, it is a part of the school's general plan of supplementing their regular classses with practical work in which the students will take an active interest. Returns will be made today, and the pupils are as eagerly awaiting results as their elders in the city election. P
(Gary Daily Tribune, November, 1913.)

HOT ELECTION AT EMERSON

Hot Debates on the Vital Matter of School Monograms.

IN CHARGE OF CHADWICK

"Citizens' Party" Making a Strong Fight in "Bitter" Contest.

The 1914 Election.

"Republicans," "democrats" and "progressives," all attending public school, are lining up their forces for a battle on election day, November 3.

The Card Announcing the Voters' Meeting

HOW TO VOTE

That the citizens of Gary may hear all sides of the issues in the campaign now on, a meeting for the citizens of all political faiths will be held

FRIDAY EVENING, 7:45, OCT. 30, '14

AT THE EMERSON AUDITORIUM

THE PROGRAM:

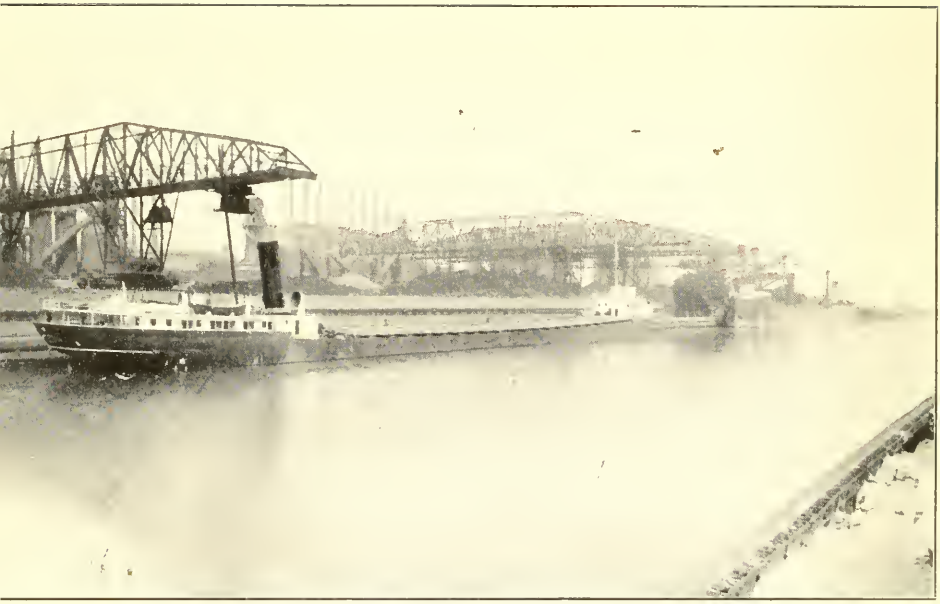
Why Vote the Democratic Ticket?	George B. Hirschman Crown Point
Why Vote the Socialist Ticket?	Dan White Chicago
Why Vote the Progressive Ticket?	Eric I. Lindh Pastor of First Congregational Church
Why Vote the Republican Ticket?	R. O. Johnson Mayor of Gary

EMERSON PRESS GARY INDIANA

Each speaker will be given thirty minutes for his speech, and each has been asked to give a clear-cut answer to the question.

This meeting is under the auspices of the Student Council of the Emerson School. Its aim is to help the busy citizen of Gary. Women and children are welcome. Remember the time, the place, and the purpose:

VOTE INTELLIGENTLY



Gary Harbor—Arrival of Ore Boat.

From "Brief History of the United States", by R. D. Chadwick, Emerson Press, October 1913. (Price 30c postpaid).

Blast Furnaces—Gary Works

SCHOOLS PLAN FOR ELECTION

"Democrats," "Republicans" and Others Have Candidates.

TO ELECT A COUNCIL

Platforms Are Drawn for Administration of School Affairs.

Although the political struggle will come on the same day as candidates are battling for state and county offices, the school politics have nothing to do with the big affair, but it means as much at the Emerson school, because the councilmen who are to be elected are to administrate many of the affairs of the school.

The democrats have arranged a campaign platform which has nothing about tariff and such things, and two candidates from the Eighth grade, Freshmen, Sophomore, Junior and Senior classes are seeking votes. From nearly every grade there is a girl candidate for councilman. Following are the "democratic" aspirants for office:

Eighth Grade—John Knotts.
Freshman—Randolph Hancock and Eva Dunlap.
Sophomore—John Kyle.
Junior—H. Carlton and Madge Kyle.
Senior—G. Wilson and Flossie Kilbourne.

In the platform of these candidates the following planks are incorporated:

Students' rights.
National respect by schools.
Stronger athletic support.
Student and faculty cooperation.
Stronger school organization.
Interesting auditorium periods.
Better school functions at a minimum cost.

The Student Council which will be elected from one of the three "parties" will have charge of school entertainments after athletic events, auditorium periods, supervision of invitations to school dances and other affairs, and many other items of school administration.

"Political" meetings are to be held in the auditorium each day this week by the three parties in preparation for election Tuesday.—(Gary Daily Tribune, October 28, 1914.)

The students themselves had these articles printed and used them as campaign material. Several candidates had the "campaign card" sometimes seen in municipal and other local elections printed with a half-tone of the candidate and an invitation to vote for him. Properly supervised, we believe in this student organization as a vitalizing force for civic instruction.

All Must Be Supervised.

AN OUTGROWTH OF A STUDENT CAMPAIGN.

After hearing the arguments of their own candidates given from the auditorium, it was logical that the value of hearing all sides of the political issues at one meeting should occur to both teacher and students. Accordingly a mass meeting for voters was arranged. The city chairmen of the parties in the November 4, 1914, election promised to send able speakers before this meeting.

The Voters' Meeting, 1914

Ordinary voters who have heard tariff and railroad rates, state expenditures, county bond issues, votes for women, new constitutions and scandals concerning the characters of the candidates bandied around until they cannot tell which party is the worst, are going to have a chance to hear the issues of each party stated in a clear and definite manner, side by side, so they can take their choice, under the direction of the schools.

Newspaper Account Announcing the Meeting.

A big mass meeting at the Emerson school auditorium is arranged for next Wednesday evening at which the republican, democratic, progressive and socialist parties will be represented by one speaker each. The speakers will be given thirty minutes in which to present the case of their parties.

Mud slinging will be absolutely barred. The talks will have to do with the party the speaker represents and not with the faults of the others, and it is hoped in this manner to give voters who really want to know the issues without ploughing through tons of muck and mire may find what they are voting for.

The plan was worked out by the student council of the Emerson school. This organization is conducted on political lines, officers being elected on the same scale as a municipal election. The council is composed of all the grades from the Eighth to the Twelfth, one boy and one girl being elected to represent each class. Caucuses are held and on November 3 of each year an election to choose a president and other officers is held.

GO TO SCHOOL; LEARN TO VOTE

Parties Present Issues Without Mud Slinging at the Emerson.

PLAN MASS MEETING

Four Speakers Clear Befogged Minds of Voters Wednesday Night.

The council meets each week and has charge of school affairs in general, supervises invitations to school dances, provides entertainment at auditorium periods and other entertainments. Louis Kuss, representing the juniors, is president. His successor and other officers will be elected on November 3.

Prof. R. D. Chadwick, who has been assisting the council in the arrangements for the voters' meeting next Wednesday, has already received promises of speakers from the democratic and socialist parties and the republican speaker will be secured today. The progressives will be interviewed today, and asked to send a speaker to the meeting. The public will be welcomed to the meeting. —(Gary Daily Tribune, October 22, 1914.)

Meeting a Success.

The results of this meeting were all that could be desired. The main floor of the auditorium was filled with an audience of about seven hundred; of this number five hundred were voters. The students had decorated the platform appropriately with the stars and stripes. The speakers spoke earnestly and with dignity. At least five hundred voters were able to vote more intelligently than would otherwise have been the case. We believe that the voters will welcome meetings of this kind in the future campaigns. The students felt that they had done something of social value.

Newspaper Account of Meeting.

If anybody has not the issues of the four parties in the field firmly and clearly fixed in his mind as the election approaches, it is his own fault for last night at the Emerson school, the claims of the four parties were presented side by side so that all might choose intelligently one of them.

VOTERS TAUGHT "HOW" AT SCHOOL

Nearly 1,000 Flock to Emerson to Hear Speakers of All Parties.

MAYOR IS APPLAUDED

Wins Approval of Clear Explanation of Republicanism.

The meeting, one of the most unique that has ever been held in connection with a heated campaign, was under the auspices of the student council of the Emerson school. They threw open the auditorium, and invited every voter in the city to come and hear the claims of all parties presented clearly, concisely and without clouding the main issues.

The auditorium was packed and it is estimated that nearly one thousand voters listened eagerly to all of the exponents of the four parties.

Mayor R. O. Johnson presented the republican case in a remarkably clear and masterful speech. A storm of applause greeted him after he had finished his address.

Dan White, a socialist speaker of Chicago, was an eloquent orator and outlined the socialist views concisely. Rev. Eric I. Lindh told why he believes the progressive party should receive the people's votes and Attorney George B. Hershman, of Crown Point, presented the democratic side in a thorough manner.

Teaching voters how to vote by giving them a chance to know what the parties actually stand for has never before been done by a school, but as it was considered an educative rather than a political meeting it was sanctioned by the school authorities.

R. D. Chadwick, the head of the history department, planned the meeting and it was carried out by the student council.—(Gary Daily Tribune, October 31, 1914.)

STUDENT ESTIMATE OF COUNCIL

The Student Council of the Emerson school has been organized now for over a year, and it has established beyond a doubt that it is here to stay. The Council has shown in its different activities and duties that it is worth while, and the students of the school realize that it is no longer an experiment, and it is respected accordingly.

Comment of an ex-President of the Council.

It is very important as an instructive organization, as it enables the students, both boys and girls, to learn to vote, which is extremely necessary, as I believe the time is not far off when the girls will cast their ballot for the policy of our government as well as the boys, and there are not many citizens of the United States who can vote intelligently, because of the lack of proper instruction. The Student Council eliminates this, and teaches all students to vote intelligently, as the campaign and election of candidates is carried on precisely the same as in municipal elections.

The object of the Student Council is to work for the welfare of the school and students, and it has accomplished much in spite of all the obstacles that any new organization must surmount, and has done some very fine and successful work.

The Student Council takes charge of the auditorium periods, elects a president and secretary every month for them, and this gives the students elected to these positions a fine training, and especially in the controlling

of themselves. For example: A boy who may be a little careless in his conduct, may be elected to the presidency of an auditorium period. He naturally tends to set an example for other students while he occupies the chair, and the feeling of pride in his honorary position will stay with him after his term of office expires.

A program for the raising of the flag has been successfully carried out, and it will tend to make the students more enthusiastic patriots.

There are ten students elected to the council, one boy and girl from the Eighth to Twelfth grades, inclusive. The council holds meetings every Tuesday in Room 208 at 11:00 a. m., and are presided over by the president, who is elected by the members. He presides according to a regular order of business.

During the campaign, great rivalry exists between the respective candidates, speeches are made and answered, each party has a manager and a platform. The interest of the students is very keen. The students hear each platform expounded, and why they should cast their ballot a certain way. They always hear each candidate, and as the candidates are all well known, no one is sure who are the lucky ones until the votes are counted. Each election room is presided over as in the city elections, and everything adds to the students' instruction, both as voters and as election officials.

After the votes are counted, and the lucky candidates are congratulated, the old council turns the business over to the new. The old members make little talks, and the new members take their places Good feeling prevails between the defeated candidates and the newly elected. One of the former, I can truthfully say that although the defeat is keenly felt, we feel that we have done our best. The winners were the choice, of the majority, and we have nothing but the best of wishes toward the success of the lucky candidates and a successful year for the council.

The members of the Student Council desire to benefit the school and students, and to do good, earnest, conservative work, and with the co-operation of the faculty, there is not a doubt but that the council of future years will be an indispensable organization of the school.—L. D. Kuss, '16.

EQUIPMENT OF THE HISTORY LABORATORY.

The history room should be a laboratory for the study of history as much as the Chemistry room is a laboratory for the study of Chemistry. The History room of the Emerson School is equipped with twenty tables, five feet long, and from twenty to thirty inches wide. Thus the first thing that is noticed upon entering the room is that the conventional desk is missing. A table of this size enables students to make charts and maps as well as if they were in a drafting room. It also gives the greatest flexibility in seating. The front tables easily seat four or five, and the others three, although as a rule two sit and work at each table. Should one student want a whole table for his chart, the others may easily go to another table. These tables were designed and built in the Emerson shops.

History Tables.

The wall space of the room is usually occupied with illustrative material—maps, charts, pictures and the like. The rear end of the room is wired so that pictures may be easily hung up. The wall space of the halls near the history

Use of Walls.

room are likewise utilized. Students often stop and examine maps and pictures when they have leisure as they come through the halls.

The branch of the public library in the Emerson School is near the history room, and this is an invaluable aid in conducting outside readings in source books and the standard manuals. Many standard reference books are placed in the book cabinets of the room. No history room can be without dictionaries of geography and biography, as well as the usual unabridged dictionary, historical and standard encyclopaedias and atlases. The pupils of the grades are taught how to use them before they take up the high school courses.

Accessibility of Library.

In the halls near the history room are several large cabinets in which historical relics are on display. A gentleman of the city loaned us his collection of Indian relics for nearly a year, and from this collection many concrete things concerning Indian life and dress have been taught many children. In another cabinet we have a collection of pottery from Central America. As a further piece of illustrative material of this sort are the Babylonian tablets which are framed between glass exposing both sides. Anything of historic value which citizens are willing to loan can thus be taken care of and turned to good use, as well as thereby preserving our own valuable relics.

Cabinets.

Bulletin boards are used in the history room and in the halls for displaying newspaper pictures, cartoons and articles, post cards and other pictures unmounted. This convenient means of handling current news is worth while.

Bulletin Boards.

In connection with the auditorium we are enabled to use the stereopticon machine for throwing pictures on the screen to illustrate history and geography reports. A program in which the stereopticon or moving picture machine is used is always enjoyed by the students, as well as being profitable.

Stereopticon.

A short quotation from the HISTORY TEACHER'S MAGAZINE * is pertinent at this point:

"We are said to be still far behind France, Germany, and England in our estimate of the value of illustrative material and in our willingness to expend money for the same. Nevertheless, interest can be aroused and in almost any community some of the essential features of an ideal history room can be evolved. Good working desks where the pupils can draw maps, work out the interpretation of pictures, or solve some of the problems

Ideal History Room.

offered by source material, directly under the teacher's eye, are a first desideratum. Materials and tools for drawing, colored crayons, and suitable paper for map work, paste pots and brushes, scissors, heavy cardboard, assorted pieces of wood, manila paper, are some of the homely, but useful articles in the history workshop. Maps, charts, pictures, pieces of statuary, models are to be acquired according to the means of command. . . . A good lantern, plus a projectoscope for the use of postcards and chance pictures, is certainly most desirable. The educational value of the lantern exhibit is perhaps not equal to that of pictures and models, but it adds a large and vital element to the interest and enjoyment of a class. It should be borne in mind that, while to entertain or to give 'desultory information' is a legitimate purpose in the use of illustrative material, it is always decidedly a secondary one, and the fundamental purposes are: (1) to add definite and concrete knowledge to the pupil's store of historical information; (2) to awaken that lively historical curiosity which stimulates to independent reading and study without the imminent goad of the teacher's injunctions or the whip and spur of the periodical report card sent home to trouble parents. All illustrative material and equipment for the history rooms should be evaluated on this basis and acquired in the sequence suggested by these ends."

*The use of Illustrative Material in Secondary Schools, by Maud Hamilton, of the Wisconsin High School of the University of Wisconsin. —History Teacher's Magazine, March, 1914.

We like the idea of calling the history room a "Workshop." We believe that all illustrative materials should aid in the main object in teaching history, and not become an end in themselves. Our experience is that there is too little use of such expedients for enlivening history work than too much. On this point one of our foremost educators says:

G. Stanley Hall. Educational Problems, II., p. 293.

"Too many maps, even large ones from the government, too incessant reference to geography, and especially too many pictures, lantern slides, perhaps games with history cards, it seems to me, some authorities to the contrary notwithstanding, we can hardly have."

Conclusion.

We believe the equipment for vital history teaching includes more than just a room where pupils come to recite and hear lectures. Historical materials should not be confined to one recitation room. The walls of the recitation room should be used, and also the walls in the halls adjoining the history room. Special reports, debates, and the like should be heard in the class room, but also in the auditorium or assembly room. Books should be used in the history room, but also in the library.

HISTORY ROOM

Emerson School
(Viewed from Rear)

There are twelve maps or charts shown in this picture; of this number nine were made by the students of the history department. Above the book cabinet at the left side is a sample "Official National and State Ballot"; it was secured during a campaign without charge, pasted upon muslin and mounted with strips at top and bottom. It has done good service for several years as a chart in studying elections. Next is a map of "The German Empire Since 1871"; this was made as a special problem by two eleventh year students in the spring of 1912. It shows distinctly the territorial preponderance of Prussia. Beneath this is a chart "Analysis of the Civil War." The boy who made this was compelled to leave school for several years and earn his living. He worked in the drafting department of one of the Gary mills, and this is only one of the blue print charts he constructed during a year of history and civics study, after he was able to return and continue his studies. In the spring of 1914 he was the Gary representative in an interscholastic debate. The other contestants represented the other counties of our congressional district. He tied for the first honors. Next in order are maps showing "The Free and Slave States"; "Seventy Years of Territorial Growth"; "Europe at the Height of Napoleon's Power"; "Mexico"; "The Western Theatre of the European War," and finally a blue print map entitled "European War Map, 1914." Copies of the latter map were sent to the other schools.

The maps purchased from publishers are also displayed as far as there is space to show them and as they are needed. A few maps are rolled up and stand in the corners, as you may see, but we endeavor to have them out and *working;* if not in the room, then out in the halls adjoining the history room.

The picture of Kaiser William II was drawn by one of the tenth year boys, who is an ardent German sympathizer. All the other pictures were mounted on cards by the pupils at various times during the past three years. The picture of President Wilson is a pen sketch, the original of the picture printed in the instructor's "Brief History."

The cabinet at the left is used in part for filing mounted pictures (from newspapers, magazines and purchased halftones). On the top of this cabinet are the "Congressional Records" which our congressman sends to us and which have been used extensively in preparing debates.

The cabinet on the right contains the reference books and manuals used daily. Among them are forty geographies, the dictionaries, cyclopædias and atlases.

Upon the table with the globe are twelve genuine Babylonian tablets mounted in a frame with glass on both sides. A card tells the age of the tablet and a translation of the inscription. With this mounting they are easily passed about the class for examination, and still they are incapable of being mutilated.

The tables give a flat surface five feet long by twenty inches wide, with the exception of six tables which are wider. The tops are soft and thus make the use of thumb tacks a matter of expediency. In this picture the tables are covered with a heavy green cardboard. This does not interfere with the use of thumb tacks.

HISTORY ROOM

Emerson School
(Viewed from Front)

The rear wall of the history room is wired for the convenient hanging of illustrative material. The material shown in this picture is of a type which we have found very helpful and which represents very little expenditure of time or money. The pictures above the blackboard are a few that have been published in the newspapers and magazines illustrating European war news. A few of these preserved will be valuable in teaching history a few years hence. Beneath these are "Instructions to Voters," printed in English and German; two sample referendum ballots (these were state constitutional amendments voted upon in November, 1914); sample township, county, state, city and our own school ballots; the "How To Vote" window-card with which the October 1914 voters' meeting was advertised. On the right are several interesting maps and pictures in color published in the Chicago Sunday Tribune during the autumn of 1914, they are pasted upon a stout manila card. This kind of material when placed in the halls always attracts the attention of children in the grades, high school students and the adults who attend the Emerson Evening School.

The large maps shown here illustrate a fact that will appeal to every student and teacher of history, namely, that if the map is convenient for instant use it will be used much more frequently than if time is consumed in getting it ready for use. Every week the maps are arranged to anticipate the needs of the coming week. No student is allowed to give a recitation or a report involving geographical points without placing it upon a map before the class. It is a student's business to see that Asia is present and upon the wall if a point in Asia is to be mentioned.

Sometimes the illustrative material in the rear of the room is not as orderly in appearance as shown in this picture. In fact it sometimes is several layers deep, but the rear of the room is always *silently at work*.

The children of the eighth and seventh grades who come into this room often ask about maps and charts which are being used by the high school students, and the instructor has occasionally taken the time to explain an event in Ancient or Modern European history to a class studying American history. An European background can in this manner be made clear; an example of this is the use of a map entitled "The Iberian Peninsula, 1492". The interest aroused in the advanced history work is a bond which helps to keep the grammar grade pupils on the road to high school graduation.

This works both ways, the high school students are usually interested in the work of the younger pupils, and a short digression serves to review the work that they have had. The eighth grade civil war chart showing some of the military movements with considerable detail is always used by the senior high school classes for a rapid survey of the war. Thus it might be said that the younger pupils are pulled toward the graduation goal, and the older students are pushed toward it, by the elimination of the break between the elementary and the secondary schools which is made possible in the Gary Schools.

BIRDS EYE VIEW OF PANAMA CANAL.

VIEW OF A HALL

In the Emerson School

This shows clearly how the walls of the hall adjoining the history room are used with maps, charts, cabinets, and how some of the floor space is used with the sand-table and a model.

The two charts which appear in the immediate foreground are the most pretentious which we have ever made. They were reproduced upon this enlarged scale by the school painting instructor, with the assistance of history students working in his department. No one can study the "Bird's Eye View of the Panama Canal" without gaining a clear idea of this remarkable piece of engineering. One aspect of the Mexican civil strife is made clear by the chart, "Elements of the Mexican Republic." The map adjoining was seen in the picture of the front part of the history room, and this illustrates how they are transferred from halls to the room and vice versa. If a chart in the hall is needed a student quickly brings it into the class room.

The maps above the cabinets were made as problems in Ancient and Modern history classes. At the time this picture was taken the period to which they apply is not being studied in class, but they are educationally active. The students who made them often point to them and claim authorship.

The sand table in the foreground is not being used in the class room and in consequence it appears in the hall. Countless youngsters may be seen about it when they have a few leisure moments. This teaches a child many things, and without his knowing that he is being taught.

The first cabinet shows its contents clearly. This is a part of the school collection of Central American pottery. The mass of material that a child may see in a metropolitan museum is so great that unless frequent and very carefully directed visits are made he carries away very confused ideas. No one thing stands out with distinctness. This small collection of pottery coming daily into the vision of the child is bound to leave a definite picture, and one that will not immediately fade.

In the background is a Roman temple that will remain for many years a monument to the work and skill of a boy who graduated from the Emerson School in 1914. As is stated elsewhere it is very valuable in the study of Greek and Roman architecture. Perhaps we will never have another boy with the persistence, coupled up with the skill in the use of tools that he possessed. He will never forget this piece of work, and his work has benefited others. It is of social value.

VIEW OF A HALL

In the Emerson School

This picture was taken and is here reproduced to show how the Emerson School history tables are used as bulletin boards. The table in the foreground contains editorials and newspaper clippings upon subjects of interest at the time in some classes. One of the typewritten pages posted on this table contains short quotations from a recent number of the Independent. A map of Alaska was brought in by a student and was placed where others might be benefited.

The second table is the "Seventh Grade Newspaper". It contains classified clippings from the Chicago and Gary daily papers. The first column is devoted to foreign news; the second to American news; the third local news and the fourth "cartoons and pictures". One of the instructors not connected with the history work recently remarked, "I usually take a few minutes now and then to read the clippings upon that table". He is not the only one who takes advantage of it. Students of the evening school as well as day school students find this a convenient way to keep abreast of contemporary events. Another bulletin board hangs just outside the history room. This is convenient for announcements, as well as other illustrative material.

The cabinet shown here is now housing a collection of Indian relics which are the property of our Y. M. C. A. physical director, Mr. Pinneo. They are absolutely safe in this cabinet. We have several other private collections of interesting relics to replace this collection after a few months. One day Mr. Pinneo dressed up in his complete Indian regalia and gave an interesting talk upon Indian lore in the auditorium. Another day he gave a demonstration of the primitive methods of kindling a fire. The janitors are constantly reminded of the necessity of removing finger and nose marks from the glass of this cabinet.

The large printed and lithographed maps are hung on the walls when there is space, and when not used elsewhere. They are constantly consulted by students of all ages of both the day and evening school.

ONE CORNER OF THE HISTORY ROOM.
(Summer of 1913)
Emerson School.

All inanimate objects shown here, with the exception of the chairs, were constructed in the Emerson School. The tables were constructed in the Emerson Cabinet Shop under the supervision of Mr. S. S. Cowan. The mounted Perry pictures in the rear of the room were selected and mounted by several girls, who presented special reports upon Renaissance Art. Nearly all of these pictures have a typewritten explanation pasted on the back of the card.

At this time the Balkan war had reached its second stage, and the map of the Balkan Peninsula was relegated to the rear wall. Beneath this is a chart which illustrates some of the leading campaigns of the Civil War with considerable detail. This latter was constructed by eighth year pupils. The chart, "The Way a Bill Becomes a Law," was voluntarily constructed by a boy in the same class.

This picture is inserted to show that the history room presents different kinds of illustrative material. The picture was taken during the summer session, and this explains the unconventional appearance of the instructor.

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